Mini-lesson: Shared reading

Purpose: Day 1—First Glance

Date:

Grade: 5

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| **Lesson component** | **What the teacher says…** |
| Connection:  Activating prior knowledge: terminology  Ballad  Landlord  tenant | Readers, this week we are going to deepen our knowledge of Langston Hughes by reading another of his poems, “Ballad of the Landlord.” Today we will preview this poem and discuss our expectations for the text |
| Teaching: | One thing I’m noticing about this text that tells me it’s a poem is that it is organized into stanzas. |
| Active Engagement 1: | What are you noticing about this text? Turn and talk to a partner about what you notice about how that poem is organized |
| Teaching, cont.:  Pay attention to poet’s use of dialect. | Our noticings help us get to know a text even before we’ve read it. Now that we’ve previewed “Ballad of the Landlord,” let’s think about our expectations. Using what we know about Langston Hughes |
| Active Engagement 2:  How will you capture their comments/noticings? Will you annotate your copy of the poem, or chart their comments? | Who can share an expectation they have for the text?  Turn and talk to a partner about your expectations.  Listen and follow along on your page or on the screen while I read the poem out loud. |
| Closure: | Some of our expectations may have been confirmed, and some of our ideas about this text may have changed. Tomorrow we’ll revisit this poem and practice envisioning the action. |

We want to think about Empathy, Envisioning, Reading Critically, and Synthesizing across the 3 days that we work on this poem.